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| Zentangle  Self-Portrait  Project Criteria | Advanced proficient (Went above and beyond)  20 | Proficient (Oh yeah…nailed it!)  18.5 | Partially Proficient  (Figuring it out)  17 | Unsatisfactory  (Ummm…something happened)  16.5-0 |
| 1. Design, Elements, and Principles   Macintosh HD:Users:emilyoryan:Documents:Media Arts:Visual examples of art elements and principles of design:ABCs of art.jpg  Are these in your piece?  Show me. | Entire piece demonstrates evidence of a full body of elements and principles of design. Student can verbally and in writing explain each element, and how compositionally they work with each other. Student can also show how the meaning of the piece is demonstrated through the elements/principles. | Entire piece demonstrates evidence of a full body of elements and principles of design. Student can verbally and in writing explain each element, and how compositionally they work with each other. | Entire piece demonstrates evidence of some elements and principles of design. Student can verbally explain some of the elements, and how compositionally they work with each other. | Piece demonstrates minimal to zero evidence of a full body of the elements and principles of design. Student can somewhat to not at all verbally explain each element, and how compositionally they work with each other. |
| 1. Process   So…how did you plan this whole thing out? | Planning for this piece is shown in their sketchbook, and/or practice pages of zentangles ‘doodle’, and a variety of self-portrait photographs to choose from, with writing in their sketchbook as to why they chose which self portrait, and what the piece means. | Planning for this piece is shown in their sketchbook, and/or practice pages of zentangles ‘doodle’, and a variety of self-portrait photographs to choose from. Student may have written in their sketchbook about the meaning of their piece. | Planning for this piece is shown in their sketchbook, and/or practice pages of zentangles ‘doodle’, and at least one self-portrait photograph to choose from. | Zero to minimal planning for this piece is shown in their sketchbook, and/or practice pages of zentangles ‘doodle’, and included at least one self-portrait photograph or zero to choose from. |
| 3. Craftsmanship/skill | All lines are neatly drawn and spaces intended to be black are filled in fully. White spaces are white and value changes through texture are clear. | All lines are neatly drawn. Solid spaces are not fully filled in or left empty. Texture and value transitions are there. | Lines are drawn in but resemble sketching versus solid lines. Spaces are somewhat filled in with black. Value and texture transitions are sloppy. | Areas are left uncovered and lines are rough, sketch like in nature. 50-70% of paper is left undone. |
| 1. Connecting all the pieces together: Self Portrait and Zentangle style (Composition)   Macintosh HD:Users:emilyoryan:Documents:Media Arts:zentange stuff:advanced zentangle portrait.jpg | Zentangle drawing and self portrait appear as if the image was one. Value transitions connect with the value within self portrait. The arrangement of all the elements connects perfectly with photograph and yet the student has taken it a step further, making it 3D, overlapping shapes onto photograph. | Zentangle drawing and self portrait appear as if the image was one. Value transitions connect with the value within self portrait. The arrangement of all the elements connects perfectly with photograph. | Zentangle drawing and self portrait appear as if the image was one. Value transitions connect with the value within self portrait. The arrangement of all the elements connects perfectly with photograph. | Zentangle drawing and self portrait appear as if the image was completely separate. Little to no value transitions connect the photograph. The arrangement of all the elements seems to be missing entirely or not finished. |
| 5. Work Habits/Perseverance  Macintosh HD:Users:emilyoryan:Documents:Media Arts:syllabus:25-push-yourself-no-one-is-goin.jpg | Student worked hard everyday, figuring out composition and not giving up. They took risks independently and asked for help when they have attempted a variety of steps but need guidance. | Student worked hard every day but took occasional breaks. They figured out composition but asked for help often versus attempting to figure out next steps independently. | Student worked in class but was absent regularly and needed help constantly while in class. Student was unwilling to take risks and make decisions independently. | Student was absent regularly and didn’t take advance of the time to work on project when in class. |

***Grade Scale: Add up your total points based on the boxes and write here: \_\_\_\_\_\_\_\_\_***

**Last and final part:**

Artist’s Statement. Please finish these sentence stems and write about your piece. Once submitted, drop into folder on google drive. Link is attached to website.

**Name and Class Period:**

I began this Zentangle Self Portrait by taking a variety of:

I began to think about the elements and principles of design such as:

The composition includes my self-portrait where I am or have included\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I made the piece feel like one image by using:

Every day I worked\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Total points for Artists Statement: 50